Arizona Educator Evaluation Model Project
Year Two Implementation
Summer Institute: July 22-24,2013

Leadership vs. Management

and the art of "Time Management"

Dilbert on "Leadership"...

A new teacher you are evaluating is really struggling. When you dropped by his room in the fall you saw:

- ✓ *homework papers and already corrected assignments stacked up on his desk from all different classes*
- ✓ *students talking and not yet started on the "bell" work 10 minutes into the period*
- ✓ *and he is teaching the unit that everyone on the team finished two weeks ago*

What is his problem and how do you help him?

Teaching into Administration….

Teaching requires good management skills.

How are these management skills different as an Administrative Leader and in what ways?

As the new Principal, you must supervise some PLC teams…

You begin to attend the meetings which have been taking place for several months before your arrival.

✓ *However, you see that some dept. members are not really teaching the curriculum with fidelity (following the content standards and with appropriate rigor) and are cooperative, but are not contributing to the work.*

✓ *During PLC time, most are not really interested in developing common assessments nor looking at data in order to assess their classroom instruction. They would rather just talk about "how it is going."*
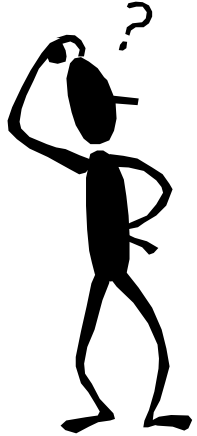
You report your concerns back to the superintendent, and he asks you to take more of a "leadership role" with them.

Thinking and Discussion Question

- ✓ What is your superintendent asking you to do in taking a "leadership role?"
- ✓ How does this require different abilities than a management skill set ?

What's the difference in these two scenarios?

Where in your current role do you need good <u>management</u> skills?

Where in your current role do you need good <u>leadership</u> skills?

What's the difference in your own words?
(both conceptually and in concrete terms)

In any administrative role....

You will constantly need to balance People and Tasks.

Both will compete for your time.

*Today*ʹ*s Work*:

Part 1: *What*ʹ*s the difference between Leadership and Management conceptually*?

Part 2: *How to activate and balance both skills set in your current and anticipated roles with concrete behaviors.*

Part 3: *Time management tool box*

Learning Outcomes:

✓ Participants will be able to define and describe leadership and/or management skills both conceptually and in concrete practice.

✓ Participants will demonstrate understanding of the synergistic relationship of the two by being able to identify and combine leadership and management skill sets as applied to a "real life" school situation.

✓ Participants will leave with at least one tool which can assist them in managing time more effectively.

What is the difference between Leadership and Management?

Leadership   Management
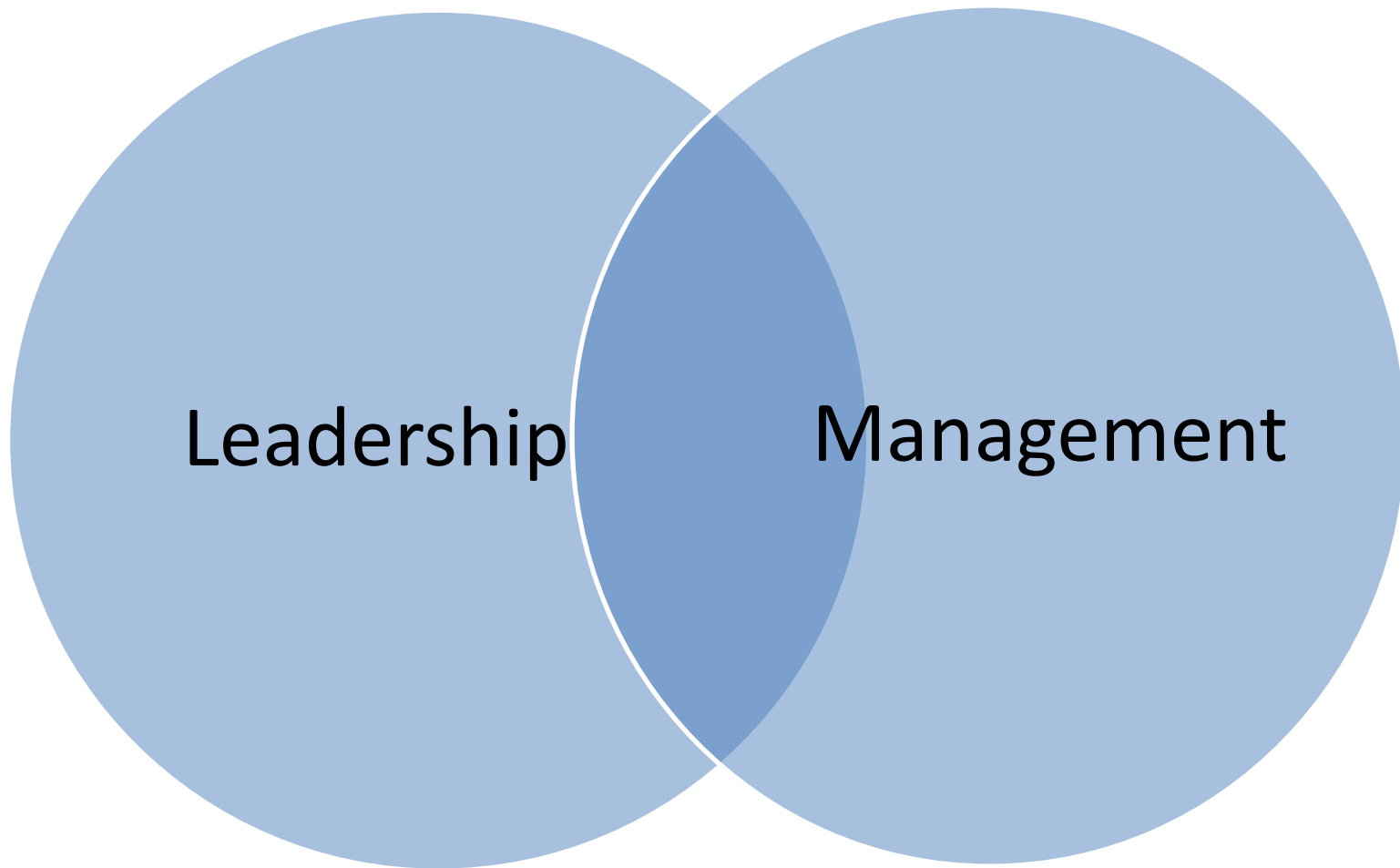
Leadership and Management: side by side

LEADERSHIP

- Transformational

(works through motivating and inspiring people to follow a shared vision, sets direction)

- Builds followership (selling)
- People-focused
- Willing to take risks to innovate and improve
- Shapes the culture
- Emphasis on effectiveness

MANAGEMENT

- Transactional

(works with task, organizing others, plans details, meets objectives)

- Builds subordinates (telling)
- Work/task focused
- Seeks stability and implementation of the same
- Enact the culture
- Emphasis on efficiency

Look at the Verbs

Leadership focuses on people and how they can be influenced

- Operationalizing a vision
- Inspiring to action
- Persuading in a purpose
- Motivating towards a goal
- Working through relationships and team development
- Listening and connecting to others

Management focuses on tasks and how work can be accomplished

- Planning and organizing the work , logistics, strategy
- Coordinating and directing others, supervising
- Allocating resources: time, budget, talent
- Decision-making
- Problem-solving

Hmmm…..

Does this mean "leadership is good" and management is a lesser skill set?
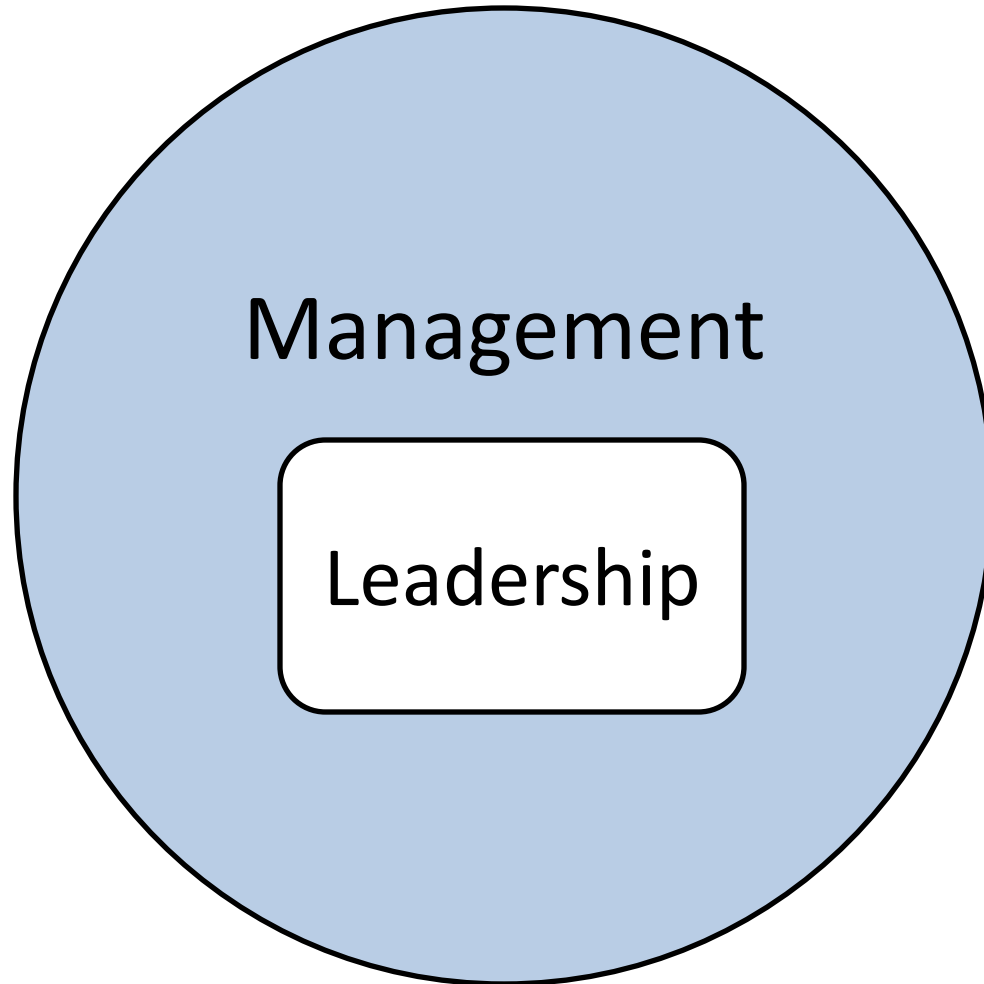
Why we need LEADERSHIP!

...and MANAGEMENT

LEADERS	RESULTING SYNERGY	MANAGERS
Do Right Things	→ Effectiveness ←	Do Things Right
Promote Idea Generation	→ Employee Innovation ←	Provide Structure
Inspire	→ Teamwork ←	Coordinate
Pursue & Create Opportunities	→ Accomplishment ←	React to Situations
Create Vision	→ Empowerment ←	Provide Resources

Effective Leaders do both— all the time.
Lead People and Manage Processes & Tasks

Management

Leadership

John Maxwell writes:

"A leader is someone who knows the way, goes the way, and shows the way."

Leadership is influence.

Deeper Thinking Questions:
(which are leadership, management, or both)

- ✓ *How do you encourage and facilitate cooperation from others?*

- ✓ *How do you overcome obstacles and challenges together with others?*

- ✓ How do you align your resources to serve our desired outcome? ($$, time, talent)

- ✓ *How do you involve stakeholders in "operationalizing" your vision?*

Table Group Practice: Deciding to adopt a new School Wide Reading Program

Leadership Dimension: People

(Even # Tables)

Think about influencing people's behaviors:

Inspire, motivate, persuade "getting people behind" an idea or vision (conceptual)

- Why
- What
- Who

Management: Processes & Tasks

(Odd # Tables)

Think about structuring a process to implement the tasks involved in "operationalizing" the vision. Planning, problem-solving, allocating resources, supervising. (concrete steps)

- How to
- When, Where
- With What resources

Deciding to adopt a school wide reading program at your school

Leadership Dimensions:

Influencing/Working with People

Management Dimensions:

Setting up Processes and Tasks

Apply both of these realms to a "live fire" scenario

Leadership focuses on people and how they can be influenced

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"Live Fire" School Change Scenario
(Team Level Practice with *Both* Dimensions)

Leadership Dimensions:

Influencing/Working with People

Management Dimensions:

Setting up Processes and Tasks

In conclusion, Leadership and Management Skills are distinct from each other, yet both are essential for an organization not only "to operate" but to thrive and adapt to changing challenges and forces.

"Anyone can steer the ship,

But a leader sets the course."

(John Maxwell)

In conclusion, Leadership and Management Skills are distinct from each other, yet both are essential for an organization not only "to operate" but to thrive and adapt to changing challenges and forces.

"Nothing so conclusively proves a man's ability to lead others as what he does from day to day to lead himself."
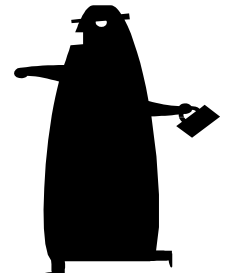
(Thomas J. Watson)

CEO: IBM

Instructional Leadership requires…

Time spent on…

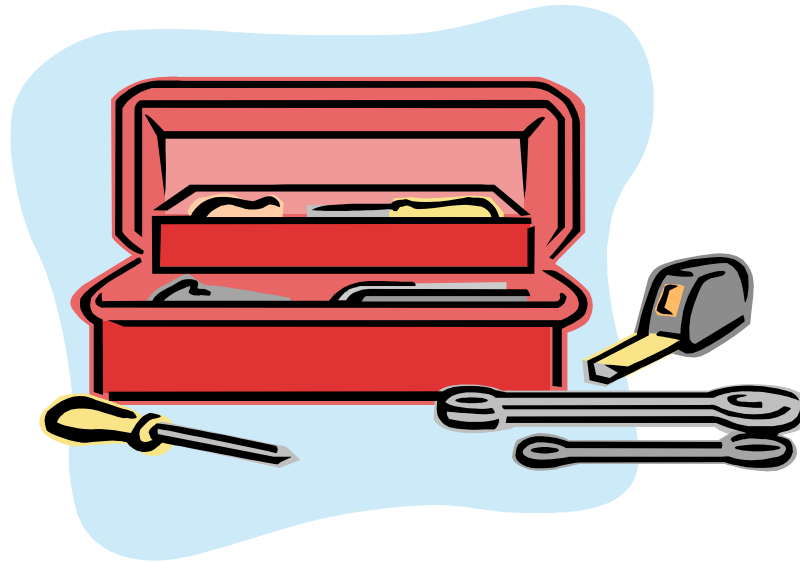"C. I. A."

(curriculum; instruction; assessment)

"IF YOU WANT TO BE A SHEPHERD YOU'VE GOTTA SMELL LIKE SHEEP"

West Virginia Wisdom

The Tool Box…

Sharon Engel, Principal
Brenda Jordan, SAM

Ramsey Responders			
Area	1st Responder	2nd Responder	3rd Responder
Supplies	Cheryl	Kris	Brenda
Time Reporting	Cheryl	Brenda	Vicki
Facilities	Brenda	Bob	Cheryl
Budget/Finance	Cheryl	Brenda	Sharon
Student Activity Fund	Brenda	Cheryl	Sharon
Health Office	Julia	Karen	Kris
Transportion	Linda	Brenda	Ineta
Reserves	Cheryl	Kris	Brenda
Special Office Requests	Brenda	Cheryl	Kris
Building Technology	Pone	Leigh	Charles
After-School Program	Deb	Diane	Brenda
Fine Arts Program	Walter	Brenda	Sharon
Behavior	Stacey	Ryan/Vicki	Brenda
Bus Behavior	Ineta	Ryan/Vicki	Brenda
Duty Assignments	Vicki	Ryan	Diane
Classified Staff	Brenda	Sharon	Vicki
Certified Staff	Sharon	Ryan/Vicki	Brenda

Training the staff that assists leaders or answers the phone…
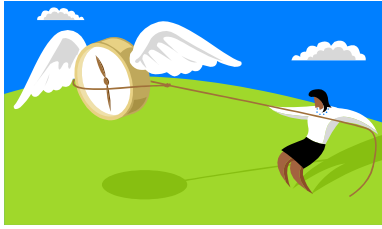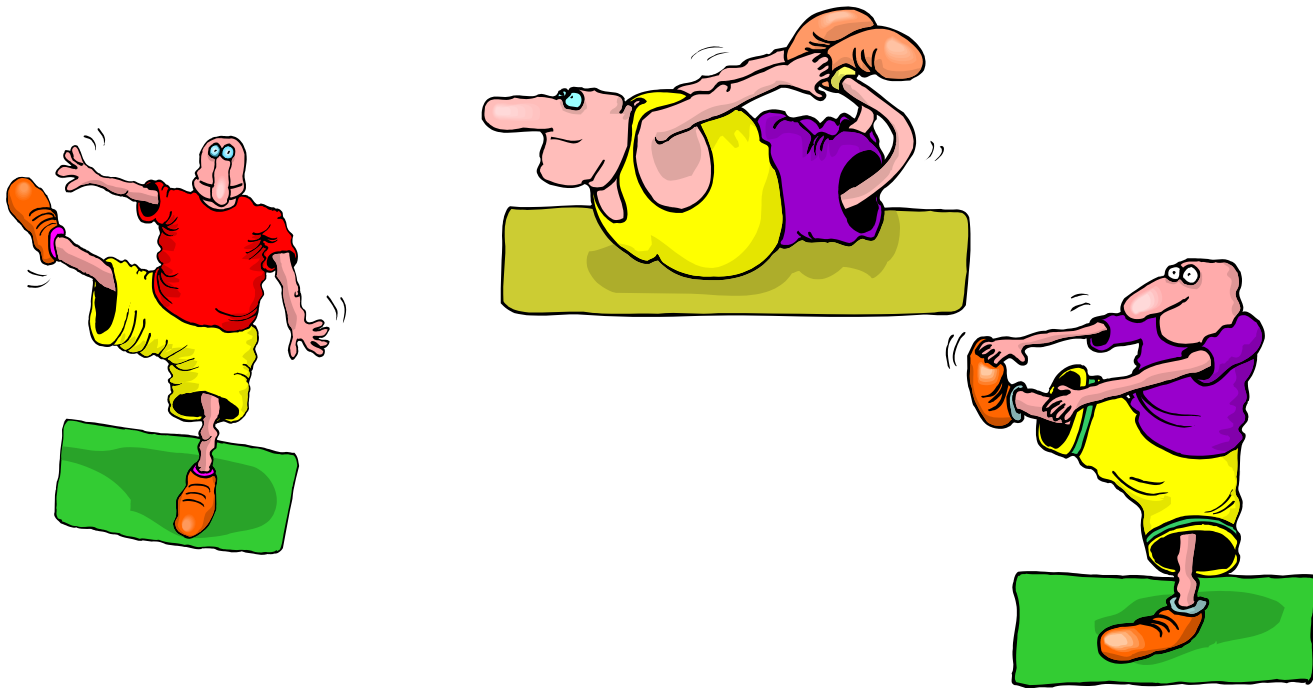
Other Tools or Suggestions?
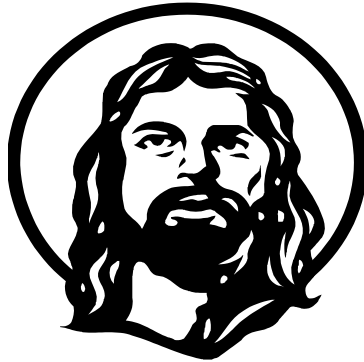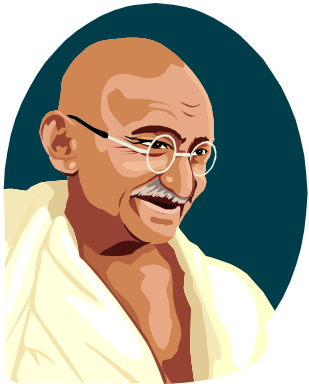
Word of the Day: "DESELECT"

Stretch Break...

Let's come back in ....

Leadership Influence
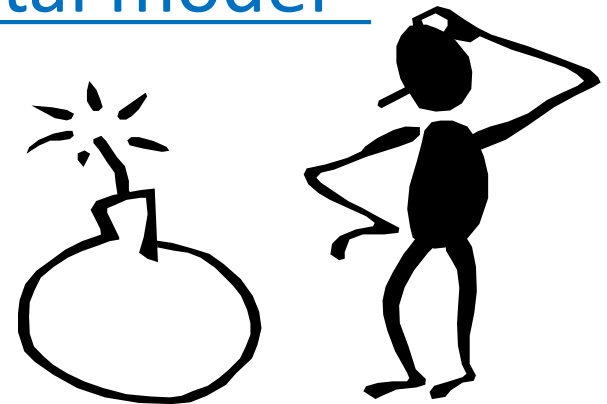
Without influence, a leader has no followers.

Without followers, someone is not a leader.

Working people through resistance *starts with understanding it…*

1. Resistance primarily [serves a need](#) in people

(Creates comfort or a sense of safety against change)

2. Falls in line with their "[mental model](#)"
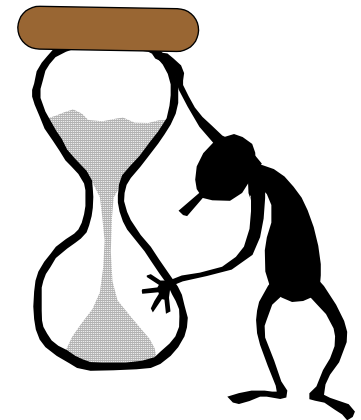
Expect it; surface it; work with it.

*

What needs does resistance serve?

✓ a need to know & understand first

✓ a need to trust the person leading the change

✓ a need to feel valued (competent)

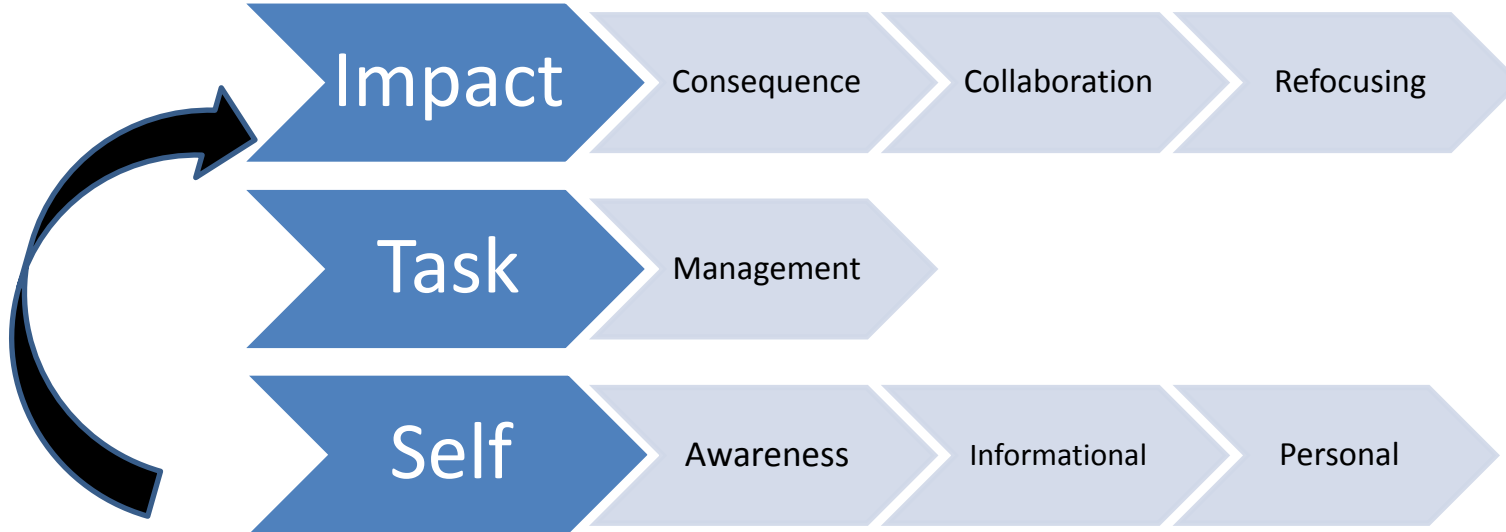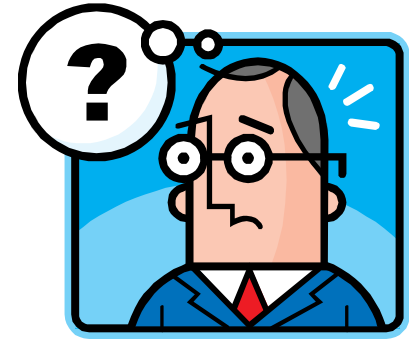✓ a need to not feel blamed for the failure of past practices

Stages of Concern

We must recognize a teacher's stage of concern in order to support his or her professional growth.

✓*Stage 1: concerns for SELF*

✓ *Stage 2: concerns with TASK*

✓ *Stage 3: concerns with IMPACT*

2) Mental Models: How we "*see*" the world

We see and believe what we are conditioned to by our context and personal history
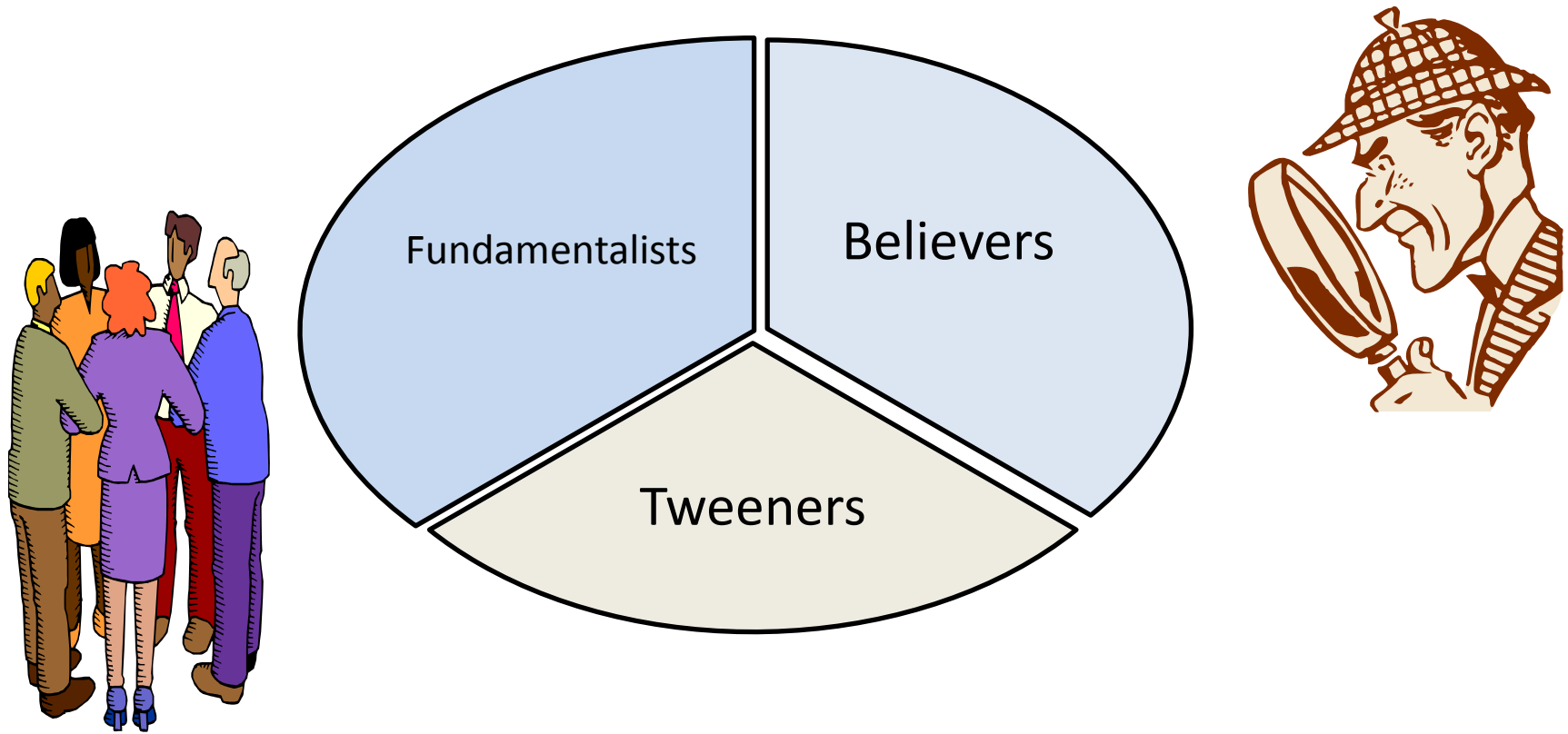
Our experience "colors" how we understand and construct meaning.

Mental Model Activity: Work in pairs.
#1 Describes this animal. #2 Draws it without looking at this picture.

Understanding
staff resistant behavior by considering
individual *perspectives (mental models)*

Fundamentalists

Believers

Tweeners

taken from Transforming School Culture by Anthony Muhammud

Believers

- Mission driven, flexible with students academically and behaviorally, intrinsically motivated, willing to confront negative talk or attitudes toward children

Tweeners

- Are loosely coupled to the school mission, are enthusiastic about the nature of school, stay out of school politics, follow instructions as given by administration (most new teachers)

Fundamentalists

- May be compliant of the school mission, believe in autonomy and academic freedom, inflexible with students and believe that gaps in learning are due to outside forces (students, parents administration

Working a staff member through resistance by meeting differing needs:

Level One Resistance:

People resist when they are given no clear reason to change. A cognitive need to understand why.

Leadership Response:

Create demand & rationale to understand the WHY of change. Use data and gap analysis. Work in the *cognitive domain*.

Working a staff member through resistance by meeting differing needs:

Level Two Resistance:

People resist when they do not trust the person who tells them to change.

(...or the district, or the State Govt.)

Leadership Response:

Create relationships FIRST, then introduce change. You must demonstrate trustworthiness. Work on ***credibility & competence***.

Working a staff member through resistance by meeting differing needs:

Level Three Resistance:

People resist when they view change as stress producing, often expressed as "more time."

Leadership Response:

Create proper preparation & incremental implementation. Professional development for ***capacity & skill support***.

Working a staff member through resistance by meeting differing needs:

Level Four Resistance:

People resist when change may be interpreted as admitting failure in the past or current practice.

May elect "not to play."

Leadership Response:

Connect successes of the past with positives of the future. Strict monitoring needed for ***congruence & accountability.***

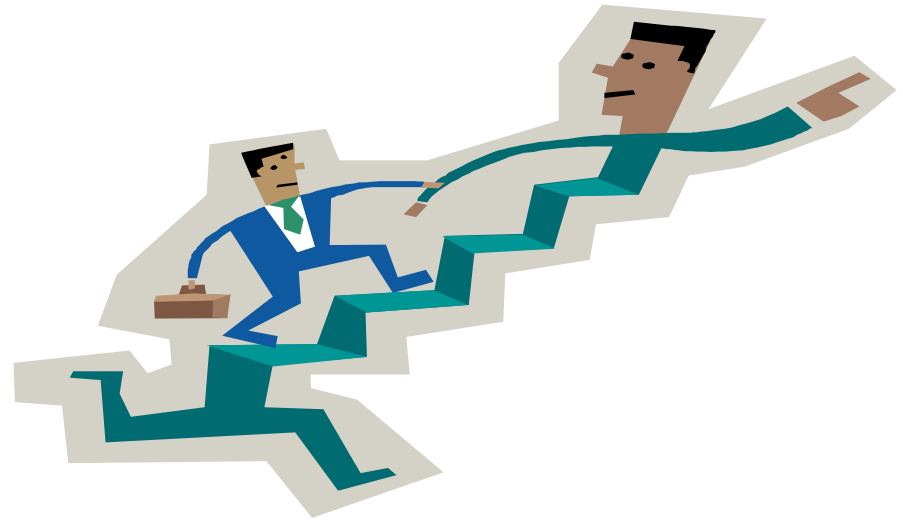*In Summary, we need both leadership & management:*

A study conducted by the Gallup Organization over three years involving 10,000 people looked at "followers needs" from a leader:

- ✓ *TRUST*
- ✓ *COMPASSION*
- ✓ *STABILITY*
- ✓ *HOPE*

(taken from, **Strengths-Based Leadership: Great Leaders, Teams, and Why People Follow** written by Tom Rath & Barry Conchie, 2008)

"Look at me and _do_ what I _do_"

Leadership modeling is the most powerful and successful quality of Leadership there is…